

BEST Portfolio Performance Feedback Profile for English Language Arts 2007

INSTRUCTIONAL DESIGN: How did the teacher organize instruction to help students to develop as readers, writers and thinkers?

Performance Indicators	Performance Continuum			
I.1 Essential idea(s), concept(s) or theme(s)	The portfolio was organized around activities that promoted students' development of mechanical skills and/or literal comprehension.	The portfolio focused on comprehension and procedures, and the content was organized around literary and writing elements.	The portfolio focused on interpretation and general connections to text, and the content was organized around concepts, ideas or themes.	The portfolio focused on making specific connections between text and the world, and the content was organized around concepts, ideas, themes and/or interpretations.
I.2 Knowledge of students	There was limited evidence that the teacher used knowledge of students' learning needs to plan instruction.	The teacher designed instruction to address students' general learning needs.	The teacher designed instruction to address students' general and academic learning needs.	The teacher designed instruction to address students' general and academic learning needs and interests.
I.3 Strategies and materials	Strategies and materials had limited potential to support students in understanding text and using writing skills.	Strategies and materials had potential to support students in understanding texts and using writing skills.	Strategies and materials were varied and had the potential to support students' active response to text and development of ideas in writing.	Strategies and materials were varied and had the potential to promote students' independent explorations as critical readers, writers and thinkers.

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INSTRUCTIONAL IMPLEMENTATION: How did the teacher use literature and writing to help students understand diverse perspectives and texts and develop the ability to communicate ideas?

Performance Indicators	Performance Continuum			
II.1 Learning environment	<p>A. The teacher created a learning environment that provided students with few or no opportunities to develop as critical readers, writers, and thinkers.</p> <p>B. There were some inaccuracies in core materials and critical concepts that may have interfered with student learning.</p>	The teacher created a learning environment in which students followed directions and had some opportunities to develop as critical readers, writers and thinkers.	The teacher created a learning environment in which students were engaged in multiple activities to develop as critical readers, writers and thinkers.	The teacher created a learning environment in which students were consistently engaged and challenged to make choices as critical readers, writers and thinkers.
II.2 Student response to literature	Instruction focused on the text. Students used the text primarily to locate or acquire information and/or explain a predetermined interpretation of the text.	Instruction focused on the text. Students were led as they responded to literature to build comprehension.	Instruction focused on student response to text. Students were guided as they responded to literature by making personal and textual connections or by identifying themes.	Instruction focused on student response to text. Students were supported as they responded to literature by exploring themes and expanding their knowledge of self and the world.
II.3 Writing Process	The teacher provided students with steps for writing and emphasized mechanics, conventions of standard written English, and/or procedural skills.	The teacher led students in a writing process that emphasized formula and structure.	The teacher guided students in a writing process that emphasized the communication of ideas.	The teacher supported students in using a flexible writing process that emphasized revision and clear communication of elaborated ideas.

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ASSESSMENT OF LEARNING: How did the teacher connect assessment to instruction, analyze assessment and communicate results to students?

Performance Indicators	Performance Continuum			
III.1 Monitoring	There was limited evidence that the teacher monitored students' daily learning.	The teacher monitored students' completion of tasks or activities.	The teacher monitored students' progress toward achieving the learning expectations for the lesson.	The teacher consistently monitored students' progress toward conceptual understanding.
III.2 Adjustment	There is limited evidence that the teacher adjusted learning based on the monitoring.	The teacher made adjustments that focused on pacing and procedures.	The teacher made appropriate instructional adjustments.	The teacher made appropriate instructional adjustments that addressed the specific learning needs of students.
III.3 Assessment criteria	Assessment criteria were loosely related to learning expectations and were communicated to students in vague terms or not at all.	Assessment criteria in either Response to Literature or Writing Process were related to learning expectations and communicated to students in general terms.	Assessment criteria in either Response to Literature or Writing Process were related to learning expectations and communicated to students in specific terms.	Assessment criteria in both Response to Literature and Writing Process were directly linked to learning expectations, communicated in specific terms to students and consistently applied.
III.4 Focus of assessment	Assessment was loosely connected to learning expectations or purpose, and focused primarily on measuring literal comprehension and/or mechanical skills.	Assessment was generally connected to the learning expectations, and focused on comprehension, mechanical skills and procedures.	Assessment was connected to learning expectations, and focused on comprehension, interpretation and clear communication.	Assessment was connected to learning expectations, and focused on interpretations, connections, critical analysis and elaboration of ideas.
III.5 Feedback	A. Feedback to students about the quality of their work was limited. B. Feedback to students about the quality of their work was inaccurate or unclear.	Feedback to students about the quality of their work was generally accurate with some comments about strengths and/or weaknesses.	Feedback to students about the quality of their work was specific and accurate and included a description of strengths and weaknesses.	Feedback to students about the quality of their work was accurate and specific, included a description of strengths and weaknesses and provided suggestions to help students improve their performance.

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ANALYSIS OF LEARNING AND TEACHING: How well did the teacher reflect on the connections between teaching and learning?

Performance Indicators	Performance Continuum			
IV.1 Analysis and support	The teacher's analysis of student learning was limited or vague and/or focused on the completion of assignments.	The teacher's analysis of student learning focused mainly on students' compliance with procedures.	The teacher's analysis of student learning focused on identified expectations for the learning segment, and some of the conclusions were supported by student work.	The teacher's analysis of student learning focused mainly on students' conceptual understanding, and the conclusions were supported by student work.
IV.2 Reflection	The reflective commentary on teaching described limited connections between teaching practices and students' learning.	The reflective commentary on teaching described general connections between teaching practices and students' learning.	The reflective commentary on teaching described specific connections between teaching practices and students' learning and identified general improvements.	The reflective commentary on teaching described specific connections between teaching practices and students' learning and, based on those connections, identified relevant improvements.